

Inspection of Redland Green School

Redland Court Road, Redland, Bristol BS6 7EH

Inspection dates: 6 and 7 December 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Outstanding
Previous inspection grade	Outstanding

The headteacher of this school is Ben Houghton. This school is part of Excalibur Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Nicky Edmondson, and overseen by a board of trustees, chaired by Toby Watson.

This school was last inspected under section 5 of the Education Act 2005 seven years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time. From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. The school received an ungraded inspection under section 8 of the Act on the 15 and 16 March 2022. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils enjoy their time at Redland Green School. They receive a good-quality of education. They are motivated to achieve highly. Pupils develop resilience and are willing to make mistakes. Students in the sixth form recognise the importance of independent study and wider reading. Teachers encourage and support them to do this effectively.

Staff promote a sense of belonging. Pupils know and use the phrase 'we are Redland Green School (RGS)' to demonstrate this. The school has high expectations of pupils' behaviour. Lessons are calm and purposeful. Relationships among pupils and staff reflect a positive and respectful culture. Pupils are safe and they feel safe.

The school provides a varied enrichment programme. Pupils spend time learning cheerleading, non-contact boxing or computer animation, for example. Pupils benefit from taking part in leadership activities. These form an important part of their time at Redland Green. These opportunities are linked to the school's values of respect, ambition and responsibility. Roles include pupils being prefects, organising a culture week and raising money for charity. In the sixth form, student voice is particularly strong. Activities are often adapted to reflect students' needs and interests.

What does the school do well and what does it need to do better?

The school and the trust are aspirational for pupils. Leaders know the school well. They initiate changes and improvements effectively. Pupils learn an ambitious and inclusive curriculum. Students in the sixth form have a broad and varied range of subjects available to them. The school identifies where pupils have special educational needs and/or disabilities (SEND) quickly. Appropriate support, which is reviewed regularly, is then put into place. Staff have a secure understanding of the barriers for pupils with complex needs. They make adaptations to support these pupils to follow and learn the full curriculum.

In many subjects, there is a clear vision for what pupils will learn and achieve. In these subjects, leaders have carefully considered the order in which they introduce knowledge to support pupils to build their understanding over time. However, in some subjects, exactly what pupils will learn is not outlined in sufficient detail.

Staff talk positively about the professional development opportunities the school and trust provide to reflect on and improve practice. Leaders check the quality of education that pupils receive carefully and pinpoint areas for further development. This informs training for staff throughout the year. Staff appreciate the 'enrichment time' they are given. They say this supports their well-being positively.

Teachers use assessment to check what pupils have learned. However, at key stage 3 this is not always precise, so it does not lead to changes to what is re-visited or taught next. In the sixth form, assessment is well planned and guides students to

make specific improvements to their work. Students in the sixth form are extensively challenged by their teachers. Students find the work demanding. Teachers have high expectations of the quality of work that they expect students to produce.

Reading is celebrated at the school. There is a library space which pupils enjoy learning in and many visit it during social times. Pupils who find reading difficult are supported to catch up with their peers. However, some pupils still avoid reading and it is not a habit for them to read for pleasure.

Pupils behave sensibly as they move around the school site. Staff are highly visible, but pupils demonstrate they can manage their own conduct well. Older pupils act as role models for younger ones. If any incidents of poor behaviour occur, the school deals with this quickly and appropriately. Bullying of any kind is not tolerated.

The school is an inclusive and respectful environment where difference is celebrated. This is supported by the school's personal development programme (APEX). Pupils are taught how to keep safe online, to recognise healthy relationships and to understand the protected characteristics. Students in the sixth form are particularly articulate in talking about equality, diversity and inclusion. Pupils of all ages value and respect people with different backgrounds and beliefs to them.

Pupils receive high-quality careers advice and extensive information to support their next steps. Students in the sixth form are well informed about different pathways, including university, apprenticeships and the world of work.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers' use of assessment to check pupils' understanding of the curriculum is sometimes not precise enough. As a result, some pupils develop misconceptions and are unable to build their knowledge successfully. The school should ensure that assessment is purposeful and used to adapt the curriculum to support pupils' learning.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	138855
Local authority	Bristol City of
Inspection number	10256630
Type of school	Secondary Comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1622
Of which, number on roll in the sixth form	437
Appropriate authority	Board of trustees
Chair of trust	Toby Watson
CEO	Nicky Edmondson
Headteacher	Ben Houghton
Website	www.redlandgreen.bristol.sch.uk
Dates of previous inspection	15 and 16 March 2022, under section 8 of the Education Act 2005

Information about this school

- The headteacher joined the school in September 2022.
- The school is part of Excalibur Academies Trust.
- The school uses two registered and four unregistered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher and other senior leaders, the special educational needs and disabilities coordinator, curriculum leaders, the chair of the local academy committee, a trustee, the chief executive officer and the director for school improvement.
- Inspectors carried out deep dives in these subjects: English, mathematics, religious education, modern foreign languages, music and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to the online survey for parents and carers, Ofsted Parent View, including free-text comments. Inspectors also considered responses to the staff survey and responses to the survey for pupils.

Inspection team

Kelly Olive, lead inspector	His Majesty's Inspector
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Matthew Morgan	Ofsted Inspector
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